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| **Explanation of Math Instructional Sequence**  *The following two pages will explain the set up of the Instructional Sequence.* | | |
| Unit #: **Title of Unit** Time Frame: Dates for instructing (days allotted) | | |
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| **Essential Understandings: C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf**   * This section notes the “big math ideas” this unit focuses on. | | |
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| **CCSS focus this unit:**   * The coding and wording for the specific standards directly linked to the Essential Understandings of this unit will be listed here.   Also addressed:   * The coding and wording for other standards connected to the content of this unit, though not a direct connection to the Essential Understanding will be listed here. |  | **Math Practices**  This section reminds us of the instructional expectations of our lessons by listing the 8 Standards for Mathematical Practice noted in our Common Core State Standards. |
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|  | Planning/Reflective Questions for Teachers   * The CCSS expects our instruction to change. * The questions listed here are to assist our thinking in regards to planning and instructional practice. |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies  \*(referenced in Support Resources & offered at the print shop) |  | **Critical Vocabulary:**  Specific terms that should be used with precision while communicating about the topic of this unit will be listed here.  REMEMBER: WPS portal houses the concept cards for student interaction and display, strategies and definitions packet, and interactive SMART Board activities designed to support vocabulary understanding. |
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| Lessons not aligned to CCSS: lessons that are not included or listed as “optional” will be listed here. Optional lessons are included in the list of lessons and are considered lessons that enhance students’ learning, though not directly addressing grade level standards. | | |

This transitional document is a work in progress. Constructive feedback is appreciated. ([lsharlow@usd259.net](mailto:lsharlow@usd259.net)) ☺

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| **second page** | | |
| **CCSS** | **Lesson** | **Questions to encourage MP** |
| For the objective of each lesson, the following will be noted:  Content Standard(s)  Standards for Mathematical Practice  ▲Assessed indicators (3rd-5th) | * **Unit Lesson #– Lesson Title** p. pages in Teacher’s Guide   A star (★) will be in front of lessons that have changes that support the new CCSS. Teachers will need to access the new resources from either the WPS portal, or everydaymathonline.com.  All other lessons will have a circled bullet (⬝)  *Teacher Note: instructional adjustments that are necessary to target skills and concepts.* | * Questions listed for each lesson that focus on one or more Mathematical Practice Standards * These questions could be beneficial for formative assessment or reflective closing opportunities. |
|  | * Additional Lessons/Half-Lessons will be inserted within units to address content that requires instructional support. |  |
|  | * **Progress Check - Unit lesson #**   p. in Teacher’s Lesson Guide  *(When lessons have been deleted from a unit, items from the Written Assessment Part A that should be skipped will be noted here )* |  |

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| Support Resources **second or third page** |
| Coded standard (i.e. 5.OA.2)  Resources that support the focus standards of this unit will be listed here. Each standard will have its own list of support activities. These can be used to enhance core instruction or intervention needs.  Resources could include: Everyday Math Games (GK), “Teaching Student Centered Mathematics” (VDW); or the AIMS-Solve it book (AIMS PS)  *Remember, Everyday Mathematics part 3: Differentiation Options offer instructional support for intervention. These are not listed within these boxes, but are valuable activities to consider.* |

Unit 1: **Establishing Routines**  Time Frame: Aug 15-Sept 7 (17 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Represent and solve problems involving addition and subtraction. * Extend the counting sequence. * Represent and interpret data. | | |
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| **CCSS focus this unit:**   * K.CC.7- compare two numbers between 1 and 10 presented as written numerals. * 1.OA.6-- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13 * 1.NBT.1-- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. * 1.OA.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. * 1.MD.4-- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I incorporate both concrete and number line representations when comparing numbers so students have a complete understanding? * What pairing and grouping strategies can I incorporate to encourage mathematical conversations? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies  \*(referenced in Support Resources & offered at the print shop) |  | **Critical Vocabulary:**  temperature, data, chart, whole number, estimate |

Lessons not aligned to CCSS: 1-3, 1-4, 1-6, 1-11

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.NBT.1 | * **Lesson 1-1 – Daily Routines**  p. 16-19 | * What other ways can you use the number line? * Why is it helpful to use a tool when counting? |
| 1.NBT.1 | * **Lesson 1-2 – Investigating the Number Line**   p. 20-24 | * Why is it important to understand how another person solved a problem? |
| Optional | * **Lesson 1-3—Tools for Doing Mathematics** p. 25-28   AND  **Lesson 1-4 – Number-Writing Practice** p. 29-32  *Teacher Note: Exploring math tools is needed whether or not Lesson 1-3 is used. 1-4 is a review of kindergarten math skills.* | * When might you use a tool to solve a problem? * Why is it important to read numbers you write? |
| 1.OA.1  1.OA.6  1.NBT.1 | * **Lesson 1-5—One More, One Less** p. 33-36 | * What information in the problem is important? |
| K.CC.7 | * **Lesson 1-6—Comparing Numbers** p. 37-41 | * How could you explain to a friend the meaning of the number 12 (or another number)? |
| 1.MD.4 | * **Lesson 1-7 – Recording Tally Counts**  p. 42-46 | * Why is it useful to put the information in a tally chart? |
| 1.NBT.1  1.MD.4 | * **Lesson 1-8—Investigating Equally Likely Outcomes** p. 47-51 | * Is there a pattern in the number of times each number was rolled? Describe the pattern. |
| 1.NBT.1  1.NBT.2 (W/ten frames) | * **Lesson 1-9—The Calendar** p. 52-55   ***Teacher Note: make ten-frames a routine with your Calendar lesson/Daily Routines.*** | * How is using a calendar helpful in your everyday life? |
| 1.OA.6 | * **Lesson 1-10 – Working in Small Groups** p. 56-59 | * What do you picture in your mind when you think about the number 13 (or another number)? How can you use this picture to help you compare numbers? |
| Optional | * **Lesson 1-11 – Explorations: Exploring Math Materials**  p. 60-63 | * When might you use a tool to solve a problem? |
| 1.MD.4 | * **Lesson 1-12—Weather and Temperature Routines (2 days)** p. 64-70 | * In what situations is it important to tell an exact temperature? When is an estimate okay? |
| 1.OA.1  1.OA.6  1.NBT.1 | * **Lesson 1-13 – Number Stories**  p. 71-75 | * If your answer is different from someone else’s, how can you determine which answer is correct? |
|  | * **Progress Check 1 - Lesson 1-14** p. 76-79 |  |
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|  | Subitizing activity can be used as a substitute for “Mental Math and Reflexes” &/or intervention instruction support  **AIMS -** “Solve It’ - p. 29-47 (conceptual subitizing support) |  |

Support Resources

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| 1.OA.6.  **AFS**-“ Counting On” | 1.NBT.1  **GK**-“ Monster Squeeze”; -“Number line Squeeze”  **GK-“**Penny-Dice”  **GK**- “Top-it” |
| 1.OA.1.  **AIMS** Solve It: “Through the Window Numbers” p. 79-82  **AIMS-**Solve It: “Super Safari Scrapbook” ‘. 71-78 | 1.MD.4  **EM-DO**-“ Rock, Paper, Scissors” |
| Counting and Cardinality  **K.CC.1 Count to 100 by 1s and 10s**  (Counting to see how long it takes to come to carpet area or line up for lunch, counting aloud while following on number line)   * Number Grid Game, EM Teacher Guide to Games, p. 131   **K.CC.2 Count forward from given number**   * Before and After, EM Teacher Guide to Games, p. 45 * Counting on with Counter, Van de Walle, p. 41   **K.CC.3 Write numbers 0-20, represent a number of objects with written number**   * Concentration with number Cards and Dominoes, EM Teacher Guide to Games, p. 57 * Dice Roll and Tally Game, EM Teacher Guide to Games, p. 62   **K.CC.4 Understands the relationship between numbers ( 1-1 correspondence, understands last number name said tells the number of objects counted,)**  *Teacher Note: Van de Walle, P. 39 about meaning attached to counting; a skill known as cardinality.*   * Five Frame Tell About, Van de Walle, p. 46 * Ten Frame Flash Cards, Van de Walle, p. 47 * Fill the Chutes, Van de Walle, p. 39   **K.CC.5 Counts to answer, “how many” and when given a number from 1-20, counts out that many objects**   * Ten Frame Flash Cards, Van de Walle, p. 47 * Fill the Chutes, Van de Walle, p. 39     **K.CC.6 compares objects in a group by less than, greater than or equal to up to 10 ·**   * Make Sets of More/Less/Same, Van de Walle Activity 2.1 p. 38 * Class Graph (questions), Van de Walle p. 61 * Domino Top-It, EM Teacher Guide to Games, p. 73     **K.CC.7 compares two written numbers to 10**   * Top-It, EM Teacher Guide to Games, p. 175 * Monster Squeeze Game, EM Teacher Guide to Games, pp. 117-118 | |

Notes:

Unit 2: **Everyday Uses of Numbers** Time Frame: September 10- 28 (15 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Add and subtract within 20. * Extend the counting sequence. * Represent and solve problems involving addition and subtraction. * Tell and write time. | | |
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| **CCSS focus this unit:**   * 1.OA.5- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). * 1.NBT.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. * 1.OA.1 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. * 1.MD.3 - Tell and write time in hours and half-hours using analog and digital clocks.   Also addressed:   * 2.MD.8 – (this is a second grade standard but you are setting the foundation) Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I build foundational understanding for addition and subtraction without just memorizing rules? * When working on word problems, how can I make sure students are understanding the meaning of the operations? |
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Lessons not aligned to CCSS: 2-10

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.OA.5,  1.OA.6,  1.NBT.1,  1.NBT.4  MP 2, 5 | * **Lesson 2-1—Number Grids** p. 94-98 | * Why is it important to be able to see counting in different ways? * How are the number line and the number grid the same? Different? |
| 1.NBT.1  MP 3,4,6,7,8 | * **Lesson 2-2 – Numbers All Around**  p. 99-103 | * Why are strategies helpful for solving problems? * When might you use the counting-on strategy? |
| 1.OA.6,  1.NBT.1  MP 2, 5, 7 | * **Lesson 2-3—Complements of 10** p. 105-108 (2 days) | * What can you learn about numbers when you show them on a ten frame? |
| 1.NBT.1  MP 2, 4, 5, 6 | * **Lesson 2-4—Unit Labels for Numbers** p. 109-113 | * Why is it important to label the numbers you use? What might happen if you don’t label a number? |
| 1.MD.3  MP 4, 5, 6 | * **Lesson 2-5 – Analog Clocks**  p. 114-118 | * When is it okay to tell the time ot the closest hour? When might you need to tell the time to the closest minute? |
| 1.MD.3  MP 1,2,4 5,6 | * **Lesson 2-6—Telling Time to the Hour** p. 119-123 | * How will knowing how to tell time be useful in your everyday life? |
| 1.MD.1  MP 1,2,4,5,7, | * **Lesson 2-7—Explorations:Exploring Lengths, Straightedges, and Dominoes** p. 124-128   *Teacher Note: Exploration A is the focus content of this lesson. Explorations B & C are optional* | * Why is it helpful to be able to estimate length? * Why is it important to check your measurements? |
| 2.MD.8  MP 2,4,7 | * **Lesson 2-8 – Pennies**  p. 129-134   *Teacher Note: foundational lesson for 2.MD.8* | * How can knowing wheat coins are worth help you in your daily life? |
| 2.MD.8  MP 1-5,7 | * **Lesson 2-9—Nickels** 135-139   *Teacher Note: foundational lesson for 2.MD.8. Skip “Exploring Change”* | * Why is it important to be able to solve a problem in more than one way? |
| 1.OA.1,  1.OA.5,  1.OA.6,  MP 2,4 | * **Lesson 2-11—Number Models p.**145-149   *Teacher Note: skip “Penny-Nickel Grab” game* | * How can writing a number model help you solve a problem? |
| 1.OA.1,  1.OA.6  MP 2, 4 | * **Lesson 2-12 Subtraction Number Models** p. 150-155   *Teacher Note: guide students to what the value of coin totals are in a word problem.* | * Why is it important to know what the numbers and symbols in number models mean? |
| 1.OA.1,  1.OA.6  MP 1-8 | * **Additional lesson – “Start/Change/Result”** | * How would you describe a start/change/result problem to someone else? Why does the model work? |
| 1.OA.1, 1.OA.2,  1.OA.3, 1.OA.4,  1.OA.5, 1.OA.6,  1.NBT.1,  MP 1-6 | * **Lesson 2-13 Number Stories** p. 156-161 (2 days) | * Why is it important to be able to explain how you solved a math problem? * Share your strategy for solving the problem. Explain why your strategy works. |
|  | * **Progress Check 2 - Lesson 2-14** p. 162-165   *Teacher Note: skip #2* |  |

Support Resources

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| 1.MD.3  **GK**-“Clock Concentration”; -“Matching Analog/Digital Clock”  **GK**-“Prize Time EM-DO | 1.OA.6  **GK**-“High Roller” -“Penny Drop Addition”  **AFS** p. 42-51 ‘Combinations of Ten’ |
| 1.OA.1  **AIMS -** Solve-It! “Number Story Theater” p. 110 - 115 | 1.NBT.1  **GK**-“Penny Grab”  **GK-“**Rolling for 50”  **EM** Museum: “Numbers All Around” p. 91 |
| 1.OA.5 |  |

Unit 3: **Visual Patterns, Number Patterns, and Counting** Time Frame: October 1-26 (18 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Add and subtract within 20. * Understand and apply properties of operations and the relationship between addition and subtraction. | | |
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| **CCSS focus this unit:**   * 1.OA.3-- Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* * 1.OA.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). * 1.OA.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).   Also addressed:   * 1.OA.2 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. * 1.OA.2 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 * 1.OA.8 - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers * 1.G.2 - Distinguish between defining attributes * 1.MD.3 - Tell and write time in hours and half-hours using analog and digital clocks. * 1.MD.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I help students recognize how operations affect numbers? (Does order matter? What does+0 do to a quantity? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies |  | **Critical Vocabulary:**  pattern, even number, odd number, time, line plot, estimate |

Lessons not aligned to CCSS: 3-1, 3-12

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| Optional | * **Lesson 3-1 Visual Patterns**  p. 182-187 | * What is a pattern? Name some different kinds of patterns. * What might you do if you don’t understand your partner’s pattern? |
| 2.OA.3  Foundational  MP2,3,5,6,7,8 | * **Lesson 3-2 Even and Odd Number Patterns**  p.188-193 | * Do you think that 1 is an even number or an odd number? Why? What about 0?How can the patterns we found help you? |
| 2.OA.3  Foundational  MP4, 5, 7, 8 | * **Lesson 3-3 Number-Grid Patterns**   p. 194-198 | How could you describe the 2s pattern on the number grid to someone who couldn’t see it?   * How might the number grid better help you understand counting? |
| 1.G.2  MP5, 6, 7 | * **Lesson 3-4 Explorations: Exploring Number Patterns, Shapes, and Patterns** p. 199-203   *Teacher Note: Exploration C - optional* | * What do you notice about the dots on dominos with even numbers? With Odd numbers? |
| MP5, 7 | * **Lesson 3-5 Counting on the Number Line**   p. 204- 208  *Teacher Note: skip counting is a 2nd grade standard* | * How can a number line help us see patterns in counts? |
| 1.OA.1,  1.OA.5,  1.OA.6,  MP 1-6 | * **Lesson 3-6 Adding and Subtracting on the Number Line** p. 209-213 (2 days) | * What mistakes might you make when adding on the number line? * How do you know whether to hop forward or back on the number line? What clues did you hear in the number story? |
| 1.MD.3  MP4, 5, 6, | * **Additional lesson - One-Handed Clock** | * How does the hour hand help you read a time to the half-hour? How does the minute hand help you? |
| 1.MD.3  MP4, 5, 6, | * **Lesson 3-7 Telling Time to the Half-Hour** p. 214-218 | * Why is it important to be able to read a clock? |
| 1.OA.5,  1.OA.8  MP 5,7 | * **Lesson 3-8 Introduction to the Frames-and-Arrows Routine** p. 219-223 (2 days) | * Explain to your partner how you solved one of the frames-and-arrows problems and how you know you solved the problem correctly. |
| 1.OA.5, 1.OA.6, 1.OA.8, 1.NBT.5  MP5, 7, 8, | * **Lesson 3-9 More Frames-and-Arrows Problems**   p. 224-228 | * How did you use the numbers in the frames to figure out the rule? |
| 1.OA.2, 1.OA.3,  1.OA.5  MP3, 5, 6, 7, | * **Lesson 3-10 Counting with a Calculator** p. 229-234 | * What part of counting on a calculator is like the Frames-and-Arrows “rule”? |
| 2.NBT.2  Foundational  1.OA.1  MP 1-6 | * **Lesson 3-11 Dimes** p. 235-240 | * Why is it possible to show the same amount of money in different ways? |
| 1.MD.4  MP1, 2, 3, 4, | * **Lesson 3-13 Data Day** p. 246-250 | * Can you tell how many siblings the greatest number of children in our class has without counting? How? \* |
| 1.OA.6  MP2, 7, 8 | * **Lesson 3-14 Domino Addition** p. 251-255 | * What does the number in the “total” box mean? What do the numbers in the “part” boxes mean? |
|  | * **Progress Check 3 - Lesson 3-15** p. 256-259   *Teacher Note: skip #4, 5, 6* |  |

Support Resources

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| 1.OA.6  **AIMS**-(Solve It) - “Seashore Stories” p. 50-54 | 1.OA.5  **GK**-“Domino Top-it  **GK**-“Before & After”  **VDW**-“Developing Early Number Concepts and Number Sense” p. 37-54 |
| 1.OA.3 |  |

Notes:

Unit 4: **Measurement and Basic Facts**  Time Frame: Oct 29 – Nov 20 (16 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Understand and apply properties of operations and the relationship between addition and subtraction. * Measure lengths indirectly and by iterating length units. | | |
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| **CCSS focus this unit:**   * 1.OA.3-- Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). * 1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 =*  *– 3, 6 + 6 =* * 1.MD.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object. * 1.MD.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps*   Also addressed:   * 1.NBT.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. * 1.NBT.4 - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I help my students understand the purpose for standard measurement? * What strategies for computation emphasize place value knowledge and skill? |
|  |  |  |
| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies |  | **Critical Vocabulary:**  length, digit, bar graph, time, sum, addition, commutative property of addition |

Lessons not aligned to CCSS: 4-1, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.NBT.4,  1.MD.1,  1.MD.2  MP1,3,4,5,6,7 | * **Lesson 4-2 Nonstandard Linear Measures** p. 281-285   *Teacher Note: this is the first lesson for “Math Message”* | * Would you use arm spans to measure a book? Why or why not? Would you use digits to measure the playground? Why or why not? |
| 1.MD.1  MP 1-6 | * **Lesson 4-3 Personal “Foot” and Standard Foot**   p. 286-290 (2 days) | * How are the foot-long foot and the cutout of your foot different? |
| 2.MD.2 | * **Additional lesson - iteration (2 days)** |  |
| Optional | * **Lesson 4-7 Explorations: Exploring Data, Shapes, and Base-10 Blocks** p. 307-312 | * What other questions can you ask that compare the data in one column with data in another column? \* |
| Optional | * **Lesson 4-8 Telling Time on the Quarter-Hour**   p. 313-318 | * What does a *quarter* of an hour mean? |
| 1.NBT.1  MP5, 7, 8, | * **Lesson 4-10 Number Scrolls** p. 324-329   *Helpful Hint: time will be saved if the teacher fills in the numbers on Math Master page 109, then copies for students to use. If students cut strips of ten sets (1-10, 11-20, etc) then tapes them together in a vertical strip, a repeating number pattern becomes apparent to students.* | * What patterns did you use to figure out where to write numbers on the number grid? * How might these patterns help you check your work? |
| 8, 1.OA.3,  1.OA.6,  1.OA.8  MP2,4,5,6,7, | * **Lesson 4-11 Introducing Fact Power** p. 330-334   *Teacher Note: skip “Facts with Ten”* | * What would come next in each row of the table? * What would come next in each column of the table? |
|  | * **Additional Lesson(s) – Ten Frames** (2 days) | * Describe the difference between “8” and “6” on a ten frame. |
| 1.OA.3,  1.OA.6, 1.OA.8  MP2,3,5,6,8 | * **Lesson 4-12 Good Fact Habits** p. 335-339 | * What shortcuts do you know how to use in math? |
|  | * **Lesson 4-13 Progress Check 4** p. 340-343   *Teacher Note: skip #3,4* |  |

Support Resources

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| 1.OA.3 | 1.OA.6  **GK**-“Shaker Addition Top-it |
| 1.OA.8 | 1.MD.1 |
| 1.MD.2 |  |

Unit 5: **Place Value, Number Stories, and Basic Facts** Time Frame: Nov 26 – Dec 20 (19 days)

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| Essential Understanding: **C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf**   * Represent and solve problems involving addition and subtraction * Understand and apply properties of operations and the relationship between addition and subtraction. * Add and subtract within 20 * Work with addition and subtraction equations. * Understand place value. | | |
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| **CCSS focus this unit:**   * 1.OA.1-- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. * 1.OA.3- Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). * 1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ?* *– 3, 6 + 6 = ?* *.* * 1.NBT.2 - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:   10 can be thought of as a bundle of ten ones — called a “ten.”  The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  Also addressed:   * 1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false * 1.NBT.3- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. * 1.NBT.4- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I help students understand how operations affect numbers? * How can I guide my students understanding of place value and its connection to adding and subtracting? |
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| **Key:**  Lessons not aligned to CCSS: 5-4, |  | **Critical Vocabulary:**  place value, digit, inequality, addition, difference, subtraction, commutative property of addition |

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.NBT.1, 1.NBT.2a,b,c  MP1,2,5,6 | * **Lesson 5-1 Place Value: Tens and Ones** p. 358-362 (2 days) | * What do the 3 longs represent? What do the 4 cubes represent? * How do longs and cubes help you understand what a number means? |
| 1.NBT.2c  MP2,3,5,6,7 | * **Lesson 5-2 Place Value with Calculators** p. 363-367 | * What happens to the digits in the tens place as you count by 10s? \* |
| 1.OA.7, 1.NBT.2a, 1.NBT.3  MP5, 6, | * **Lesson 5-3 Relations: Greater Than, Less Than, and Equal To** p. 368-373 | * Which strategies for telling < and > symbols apart help you? Why? |
| 1.OA.1, 1.OA.6, 1.NBT. 2a,b,c  1.NBT.4  MP1,2,3,4,5,6, | * **Lesson 5-5 Animal Weights** p. 379-383   *Teacher Note: recommend Readiness activity* | * How might explaining your solution help you become a better problem solver? * What could you do if you got stuck trying to solve this problem? |
| 1.OA.1,1.NBT.2,1.NBT.3  MP2,4, 5, | * **Lesson 5-6 *More Than* and *Less Than* Number Stories** p. 384-387 | * How can numbers and symbols be used to tell stories? |
| 1.OA.1, 1.OA.4, 1.OA.6  MP1,3,4,5 | * **Lesson 5-7 Comparison Number Stories** p. 388-392 | * In the number model 12 – 7 = 5 (or another number model) what does the 12 stand for? the 7? the 5? |
| 1.OA.1, 1.OA.4, 1.OA.6  MP 1-8 | * **Additional lessons: review Part-part-whole, comparison , and start-change-result models**  (2-3 days)   *Teacher Note: AIMS-Solve It activities like “Sweet Sums” could offer word problems to apply the thinking tools with* |  |
| 1.OA.1 1.OA.3,  1.OA.4; 1.OA.8  1.NBT.2; 1.NBT.4  MP1,2, 4, 6, | * **Lesson 5-8 Solving Number Stories** p. 393-397 | * What could you do if you don’t understand what a problem is asking you to do? * What can you do to make sense of a number story? |
| 1.OA.6; 1.MD.4; 1.NBT.2a,  MP3, 4,5,6,8 | * **Lesson 5-9 Dice Sums** p. 398-401   *Teacher Note: recommend including opportunity to practice 3-addend addition* | * What can you do to explain your ideas better in math? |
| 1.OA.6, 1.OA.7,  1.OA.3  MP1,2,3,4,7,8, | * **Lesson 5-10 Turn-Around Facts** p. 402-408 | * What do all doubles facts have in common?\* * How could you use doubles facts to help you solve other facts? |
| 1.OA.3, 1.OA.6,  1.OA.8  MP6, 7, 8 | * **Lesson 5-11 Easy Facts** p. 409-413 | * Why do using turn-around facts make learning the facts easier?\* * How do you decide when to use a calculator to solve a math problem and when to use your brain? |
| 1.OA.8  MP2,3,4,6,7, | * **Lesson 5-12 “What’s My Rule?”** p. 414-418 | * What patterns could you look for to help you figure out the rule? |
| 1.OA.8  MP2, 7 | * **Lesson 5-13 Applying Rules** p. 419-423 | * Name some different ways to write the rule “Add 2” (or another rule) using numbers, symbols, words. |
|  | * **Lesson 5-14 Progress Check 5** p. 424-427 |  |

Support Resources

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| 1.OA.3  **GK**-“Turn Around Facts | 1.OA.6  **GK-“**Beat the Calculator”  -“Two-Fisted Penny Addition  **GK-“**Difference Game |
| 1.OA.1  **AIMS** Solve It “My Place in Space” | 1.OA.8  **AIMS** Solve It “Hidden Numbers”  **GK** -“Penny Cup” |
| 1.NBT.2  **GK-**“Animal Weight Top-it”; “Double Digit Dice”  **GK**-“Base-10 Exchange”  **GK**-“Tens-and-Ones Trading” |  |

Notes:

Unit 6: **Developing Fact Power**  Time Frame: Jan 3 - 24 (16 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Understand and apply properties of operations and the relationship between addition and subtraction * Add and subtract within 20. * Work with addition and subtraction equations | | |
|  | | |
| **CCSS focus this unit:**   * 1.OA.3-- Apply properties of operations as strategies to add and subtract.3 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). * 1.OA.8- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 =*  *– 3, 6 + 6 =*   Also addressed:   * 1.OA.5 - Relate counting to addition and subtraction * 1.OA.4 - Understand subtraction as an unknown-addend problem * 1.OA.7 - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. * 1.MD.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object. * 1.MD.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps* * 1.MD.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. * 1.G.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I assist my students’ understanding of the relationship between addition and subtraction? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies |  | **Critical Vocabulary:**  even number, odd number, length, subtraction, difference, fact family, addition |

Lessons not aligned to CCSS: 6-10 , 6-11

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.OA.3,  1.OA.6  MP4, 5, 6, 7 | * **Lesson 6-1 The Addition/Subtraction Facts Table**   p. 536-541 | * Retell a strategy that a classmate shared for solving 6 + 8 (or another problem) that is different from your own. Does the strategy make sense to you? Why or why not? * What can you learn by listening |
| 1.OA.6,  1.OA.7  1.OA.3  MP1, 2, 4, 5, | * **Lesson 6-2 Equivalent Names** p. 542-547 | * Retell a strategy that a classmate shared for solving 6 + 8 (or another problem) that is different from your own. Does the strategy make sense to you? Why or why not? |
| 1.OA.3,  1.OA.4,  1.OA.5,  1.OA.6,  1.OA.8  MP1-5 | * **Lesson 6-3 Fact Families** p. 548-552 | * Why do some dominoes lead to a fact family with 4 facts while others lead to a fact family with only 2 facts? * How might addition facts help you figure out subtraction facts |
| 1.OA.3,  1.OA.6,  1.OA.8  MP4, 5, 6, 7 | * **Lesson 6-4 Fact Triangles** p. 553-558 | * Why might it be important to think back on a problem after you solved it? |
| 1.OA.4,  1.OA.6,  1.OA.8  MP3,4,5,6,7,8 | * **Lesson 6-5 Using the Facts Table for Subtraction** p. 559-562 | * Explain how can you use a ten frame to solve 14 – 8 = ?. |
| 1.MD.1,  1.MD.2  MP4, 5, 6, | * **Lesson 6-6 The Centimeter** p. 563-568 | * How could you measure something when the length is between two centimeters? |
| 1.OA.6,  1.G.1  MP1, 2, 5, 7 | * **Lesson 6-7 Exploring Pattern Blocks, Addition Facts, and Triangles** p. 569-573   *Teacher Note: Exploration A is only foundational* | * How is your classmate’s triangle different from your triangle? How are they the same? |
| 1.OA.5,  1.OA.6,  1.OA.8,  MP2, 6, 7, | * **Lesson 6-8 Addition Facts Practice with “What’s My Rule?”** p. 574-579 | * What did you do when you first saw the problem? What did you do next? What did you do after you named the rule? |
| MP1,3, 7,  Foundational money identification | * **Lesson 6-9 Quarters** p. 580-586   *Teacher Note: Identify quarter and value, stop at counting 25s. No homelink.* | * What patterns do you see when counting by 25s with cents? With dollars? |
| Optional | * **Lesson 6-11 Introducing *My Reference Book*** p. 593-596 | * What are some other tools you use during mathematics to help you solve problems? |
| 1.MD.4  MP4, 5, | * **Lesson 6-12 Data Landmarks** p. 597-603   *Teacher Note: create graphs and ask questions from 1MD.4* | * Why is it important to give a title to our graph? |
|  | * **Lesson 6-13 Progress Check 6** p. 604-607   *Teacher Note: skip #5* |  |

Support Resources

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| 1.OA.3  **GK**-“Addition Top-it”  **GK**-“Musical Name Collection boxes”  **GK**-“Magic Bag” | 1.OA.6  **GK-“**Fact Power  **GK**-“Magic Bag”  **GK**-“Addition Top-it”  **GK**-“Musical Name Collection boxes” |
| 1.OA.8  **GK**-“Magic Bag” |  |

Unit 7: **Geometry and Attributes**  Time Frame: Jan 25 – Feb 15 (16 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Reason with shapes and their attributes. | | |
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| **CCSS focus this unit:**   * 1.G.1-- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. * 1.G.2- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.   Also addressed:   * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13) |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
|  |  |
|  | Planning/Reflective Questions for Teachers   * How can I help students explain the difference between dining attributes (sides, angles, facts, etc) and non-defining attributes (size, color, orientation, etc)? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies |  | **Critical Vocabulary:**  symmetry, pyramid, cone, cube, solid figure, sphere, cylinder, face, rectangular prism, polygon, rhombus, trapezoid, plane figure, attribute, rectangle, triangle, square, hexagon, circle |

Lessons not aligned to CCSS: 7-7

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| MP2, 5, 6, | * **EM** Project 6: “Celebrate the 100th Day” p. 448-451 |  |
| 1.G.1,  1.G.2  MP5, 6, | * **Lesson 7-1 Attribute Rules** p. 622-626 | * Why might it be helpful to sort things into groups? |
| 1.OA.6, , 1.G.1,  1.G.2  MP1, 3, 6 | * **Lesson 7-2 Explorations: Exploring Attributes, Designs, and Fact Platters** p. 627-632 | * How did you check your partner’s sums? |
| 1.G.1  1.G.2 | * **Additional lesson: AIMS Solve-it - “The Button Holes”** p. 29-47   *Teacher Note: Thinking Tools should be encouraged for these word problems to emphasize understanding of the structure of the problems.* | * How do you decide if you need to add or subtract? |
| 1.G.1  1.G.2 | * **Additional lesson: AIMS Solve-it - Party Patterns”** p. 41-42   *Teacher Note: Thinking Tools should be encouraged for these word problems to emphasize understanding of the structure of the problems.* | * What words in the problems help decide if the problem is an addition situation or a subtraction situation? |
| 1.OA.6,  1.G.1,  1.G.2  MP1, 6, | * **Lesson 7-3 Pattern-Block and Template Shapes** p. 633-637 (2 days)   ***Teacher Note: Do Enrichment Activity from Part 3, and “Open Response” task AH p.*** | * What kinds of words might you use to describe shapes? * Where have you seen or used other shapes in your life? |
| 1.G.1,  1.G.2  MP3, 4, 6, 7, | * **Lesson 7-4 Making Polygons** p. 638-643 | * Do any of these new shapes remind you of other shapes you know? Which ones? |
| 1.G.1,  1.G.2  MP5, 6, | * **Lesson 7-5 Spheres, Cylinders, and Rectangular Prisms** p. 644-648*.* | * What real world items are spheres? cylinders? rectangular prisms? |
| 1.G.1,  1.G.2  MP5, 6 | * **Lesson 7-6 Pyramids, Cones, and Cubes** p. 649-653 | * What can you learn by building shapes yourself? |
|  | * **Lesson 7-8 Progress Check 7** p. 658-661 |  |

Support Resources

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| 1.G.1  **GK**-“What’s My Attribute Rule?”  -“Attribute Train”  -“Guess the Rule” | 1.G.2 |

Unit 8: **Mental Arithmetic, Money & Fractions**  Time Frame: Feb 20 – March 13 (16 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Add and subtract within 20 * Reason with shapes and their attributes | | |
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| **CCSS focus this unit:**   * 1.G.3-- Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).   Also addressed:   * 1.NBT.2 - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:   a. 10 can be thought of as a bundle of ten ones — called a “ten.”  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).   * 1.MD.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I help my students understanding the fraction big ideas of portioning the shape into equal parts and how the number of parts gives the fractional name? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies |  | **Critical Vocabulary:**  fraction, place value, decimal |

Lessons not aligned to CCSS: 8-2, 8-4, 8-5,

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.MD.4  MP2, 4, 5, 6 | * **Lesson 8-1 Review: Money** p. 676-681   *Teacher Note: do Part 2 only – Investigating Spinning Colors* |  |
| Optional | * **Lesson 8-2 Dollars** p. 682-687 | * How will knowing how to work with money help you in your life? * Why do you need to learn how to read different types of numbers? |
| 1.NBT.2a, c  MP2, 5 | * **Lesson 8-3 Place Value: Hundreds, Tens, and Ones** p. 688-692 | * Why is the order of the digits in a number important? |
| Optional | * **Lesson 8-4 Application: Shopping at the School Store** p. 693-697   *Teacher Note: foundational for 2nd grade 2.OA.1* | * What information helps you understand a new problem? |
| 1.G.3  MP2,3,4,6 | * **Lesson 8-6 Equal Shares** p. 703-708 | * If you want to share two crackers equally among four people, how much would each person get?\* Explain how you found your answer. |
| 1.OA.6,  1.G.3  MP2, 3, 5, 6, | * **Lesson 8-7 Fractions** p. 709-713   Teacher Note: do Readiness “circles, squares, rectangles”, Enrichment “Fraction Book” only halves and fourths with circles and rectangles | * What do the numbers in a fraction mean? * Why is it important to be able to explain what numbers mean? |
| 1.G.3 (extension)  MP1,2,3,4 | * **Lesson 8-8 Sharing Pennies** p. 714-718   Teacher Note: use the lesson format sharing among 2 and 4 people only | * What do you notice about the numbers of pennies that can be shared equally? Cannot be shared equally? |
| 1.OA.6,  MP1, 2, 7, | * **Lesson 8-9 Explorations: Exploring Fractional Parts and Addition Facts** p. 719-723   *Teacher Note: Exploration C (not A or B) recommended* | * Why do we need to know what “the whole” is when we talk about fractions? |
|  | * **Lesson 8-10 Progress Check 8** p. 724-727   *Teacher Note: Open Response is the preferred assessment for unit 8* |  |

Support Resources

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| 1.G.3  **VDW -** v1 “Early Fraction Concepts” p. 251-268” | 1.OA.6  **GK -** “3,2,1” |

Unit 9: **Place Value and Fractions**  Time Frame: March 25 – April 5 (10 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Extend the counting sequence * Use place value understanding and properties of operations to add and subtract | | |
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| **CCSS focus this unit:**   * 1.NBT.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. * 1.NBT.4 - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.1.MD.1- Order three objects by length; compare the lengths of two objects indirectly by using a third object. * 1.NBT.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. * 1.NBT.6 - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.   Also addressed:   * 1.G.3 - Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I use the structure of the place value system to assist students with their understanding of a digit’s position affecting its value? * How does the number grid help students mentally find 10 more or less for any two-digit number? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies |  | **Critical Vocabulary:**  capacity, height, plane figure, length, symmetry, fraction, denominator, numerator, equivalent, digit, addition, subtraction |

Lessons not aligned to CCSS: 9-5, 9-7, 9-8

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1.NBT.1,  1.NBT.5  MP5,7,8 | * **Lesson 9-1 Ten and Ones Patterns on the Number Grid** p. 742-746 | * How did you use other numbers on the grid to figure out the hidden numbers? |
| 1.NBT.4,  1.NBT.5,  1.NBT.6  MP2, 3, 4, 5, 6 | * **Lesson 9-2 Adding and Subtracting Tens** p. 747-752 | * How do you decide whether or not you need to use a tool to solve a problem? |
| 1.NBT.1,  1.NBT.4,  1.NBT.5,  1.NBT.6  MP2, 6, 7, 8 | * **Lesson 9-3 Number-Grid Puzzles** p. 753-757 | * What patterns did you use to help you find the missing numbers? |
| 1.NBT.4,  1.NBT.6  MP1-6 | * **Lesson 9-4 Adding and Subtracting 2-Digit Numbers** p. 758-762 (2 days) | * What is the meaning of length? What is the meaning of height? |
| 1.G.3  MP1,2,4,6,7 | * **Lesson 9-6 Fractional Parts of the Whole** p. 768-773   *Teacher Note: de-emphasize eighths* | * What might you do if the first pattern block you used to divide the shape into equal parts didn’t work? |
|  | **Lesson 9-9 Progress Check 9** p. 783-787  *Teacher Note: skip 2,3,4,5 & Do “Open Response”* |  |

Support Resources

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| 1.NBT.1  **GK -** “Pin the Number on the Number Grid”  **GK -** “Number Grid Game” | 1.NBT.4  **EM** Project 8 “A Flea Market” p. 456-459  **GK -** “Addition Spin” |
| 1.NBT.5 | 1.NBT.6  **EM** Project 8 “A Flea Market” p. 456-459 |

Unit 10: **Year-End Review and Assessment**  Time Frame: April 8 - 30 (15 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * **Use place value understanding and properties of operations to add and subtract.** | | |
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| **CCSS focus this unit:**   * 1.NBT.4 - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.*.)*   Also addressed:   * 1.NBT.2 - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:   a. 10 can be thought of as a bundle of ten ones — called a “ten.”  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).   * 1NBT.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used * 1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). * 1.MD.3 - Tell and write time in hours and half-hours using analog and digital clocks * 1.G1. - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes * 1.G.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * How can I use place value models to assure my students understand the strategies they use when solving addition and subtraction problems? |
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| **Key:**  **EM –** Everyday Mathematics Teacher’s Lesson Guide  **TRM—**Teacher’s Reference Manual  **AH—**Assessment Handbook (Everyday Mathematics)  **EM — DO** Everyday Math Part 3: Differentiation Options  **GK**—Everyday Math Games Kit (see “Teacher’s Guide to Games” book)  **VDW** – Teaching Student-Centered Mathematics by Dr. Van de Walle  **AIMS**-(name of book)—specific book will be identified with lesson name and page number(s)  **\*AFS –** Addition/Subtraction Fact Strategies  **\*MFS** – Multiplication Fact Strategies |  | **Critical Vocabulary:**  place value, temperature, solid figure, prism, pyramid, cylinder, sphere, equivalent, time, line plot, data |

Lessons not aligned to CCSS: 10-1, 10-6

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| Optional | * **Lesson 10-1 Data Day: End-of-Year Heights** p. 800-804   *Teacher Note: check lesson 9-5 Exploration C for directions for students’ heights—needs to be in same non-standard as lesson 4-7. Focus on questions from 1.MD.4* | * What other types of data could you represent on a line plot? |
| 1.OA.6,  1.MD.3  MP2,5,6 | * **Lesson 10-2 Review: Telling Time** p. 805-810   *Teacher Note: emphasize mastery of hour and 1/2 hour* | * What might happen if you don’t line up the hands with the right numbers? * How does the counting by 5s pattern help you read the time to the minute? |
| 1.NBT.4,  MP1, 2, 3, 4, 6 | * **Lesson 10-3 Mental Arithmetic: Using a Vending Machine Poster** p. 811-815   *Teacher Note:de-emphasize use of coins and coin quantities* | * Why is it helpful to think about how you will solve a problem before starting to solve it? |
| 1.NBT.4,  MP1, 2, 3, | * **Lesson 10-4 Mental Arithmetic** p. 816-821   *Teacher Note:de-emphasize use of coins and coin quantities* | * When in your own life have you had to do math mentally? |
|  | **AIMS Solve it**  **“Pocket Problems”** p. 66-70 |  |
| 1.G.1,  1.G.2  MP4, 6, | * **Lesson 10-5 Year-End Geometry Review** p. 822-826 (2 days)   *Teacher note: do Readiness and ELL Support activities in part 3* | * What 3-dimensional shapes do you recognize in other children’s solids constructions? * Which 3-d shapes are similar? (by faces, edges, etc) * Compare/contrast shapes. |
| Optional | * **Lesson 10-6 Review: Thermometer and Temperature** p. 827-831   *Teacher Note: do Extra Practice and Readiness activities* | * Name some times when it is important to give the exact temperature. When might it be OK to give a less precise description of the temperature |
| 1.NBT.2a, 1.NBT.5  MP1,2,5,6,7 | * **Lesson 10-7 Review: Place Value, Scrolls, and Number Grids** p. 832-838 (2 days)   *Teacher Note: do Readiness activity* | * Why do you think our number system is called the base-10 place value system? * How are number-grid puzzles in the hundreds different from those in the tens and ones? How are they the same? |
|  | * **Lesson 10-8 Progress Check 10** p. 839-843   *Teacher Note: skip #2 & Do “Open Response” task* |  |

Support Resources

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| 1.NBT.4 |  |

Projects: **Options to Choose From**  Time Frame: May 1 - 22 (16 days)

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| Essential Understanding:C:\Users\lsharlow\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\N41QMS9C\MC900233518[1].wmf   * Depends upon project(s) chosen | | |
|  | | |
| **CCSS focus this unit:**  Depends upon project(s) chosen  Also addressed:   * 1.NBT.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. * 1.G.2 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape |  | **Math Practices**   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
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|  | Planning/Reflective Questions for Teachers   * Which project(s) reinforce skills my students still need to practice and apply? |
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| **Key:** |  | **Critical Vocabulary:** |

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| **CCSS** | **Lesson** | **Questions to encourage MP** |
| 1. NBT.1  MP 5,6 | * **Project 3 – “Pumpkin Math” p. 436-439** |  |
| MP 6 | * **Project 4 “All About Time” p. 440-443** |  |
| 1.NBT.1  MP 2,4,5,6 | * **Project 5 “Apple Math” p. 444-447** |  |
| 1.G.2  MP 3,5 | * **Project 10 “Shape City” p. 459E­–459J** |  |
|  | * **AIMS Solve-it activities** |  |